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ABSTRACT

This guide deals with issues of recruitment and retention of both regular and special educators, and emphasizes the need for school administrators to upgrade or establish formalized recruitment programs. Factors impacting on teacher recruitment and retention include education reform, societal changes, demographic factors, personnel shortages, and teacher burnout. Establishing a recruitment program involves information gathering, developing recruitment material, appropriately handling applicants, screening candidates, welcoming new staff, and evaluating the recruitment program. Programs developed by states or localities to meet their personnel needs are briefly described. "General Recruitment Initiatives" outlines 13 programs to encourage students into teaching careers, create teacher incentives, provide scholarships for students who plan to become teachers, etc. "College and University Recruitment Strategies" capsulizes 10 programs on recruiting minority students, organizing recruitment teleconferences, training liberal arts majors for teaching careers, etc. "Special Education Recruitment Initiatives" reviews seven state programs attempting to recruit rural special educators, recruit mature trainees into deaf education, and involve high school students in special education. "Computer-Based Recruiting" focuses on job information services and employment clearinghouses. (JDD)

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Special Education Personnel Recruitment Practices:

A Manual For Administrators

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INTRODUCTION

Programs to recruit well-trained and qualified special education personnel can be an expense in both time and money; yet they are quickly becoming necessary in districts desiring to maintain a highly qualified teaching staff. Many factors can affect recruitment efforts. Successful programs are based on a recognition of the need to be more proactive in recruiting good teachers. Effective programs will have the backing of administrative personnel as well as their financial support. Program directors must be knowledgeable of current recruitment and employment issues. Directors of recruitment programs must have knowledge of local needs and the match between those needs and available personnel, as well as some marketing skills. Most of all, a well-conceived and organized plan is needed; the plan should be a consistent year-round effort, not an isolated one-shot activity.

While individual school administrators will always have major responsibilities in the hiring of personnel, the overall responsibility for locating and recruiting prospective special education personnel should not be borne by one individual. Whatever the obstacles to be overcome in establishing a more formalized recruitment program for special education staff, it is to a district's advantage to establish one as soon as possible. From the sampler of programs provided in Part II, the variety of ways to approach this problem can be seen. The following paragraphs discuss the global issues of recruitment and retention of both regular and special educators, and underscore the need to upgrade or to establish a more formalized recruitment program, for now and for the future.

Initiating a Recruitment Program

Recognition of a problem is the first step in its solution. That is probably why you are reading this document; you may even have one or more recruitment policies in place already. Certainly it is agreed that a recruitment program for special educators would be a good idea. Several states and localities have been implementing programs that work well for them. Many people are actively studying the situation and are developing plans of their own. Development and organization of a recruitment strategy is the keystone to a program's success.

With this in mind, the two parts of this manual have been designed to aid anyone interested in planning a recruitment program for special education personnel, or in upgrading or refocusing a program already in place.

In Part I, ideas are presented to help local school district personnel initiate or upgrade their special education recruitment program. The information related to beginning a recruitment program is a modification of the material presented in "Recruiting Special Education Personnel for Iowa Schools," a document developed for the Iowa Department of Public Instruction, Teacher Education and Certification Division, and Special Education Division, by Sue Jorgensen and Linda Espey of the Mountain Plains Regional Resource Center, Drake University, Des Moines, Iowa, 1986. A well-functioning program coordinates the efforts of individuals and ties recruitment efforts to other personnel functions. The ideas presented should be viewed as part of a working document, a foundation on which to fit an individualized program, for if a plan is to work it must respond to a locality's unique recruitment needs. Whether implemented by an individual administrator or a formal office under the direction of the superintendent, it is hoped that the ideas presented here will aid you in formulating your plan.

Part II contains examples of programs developed by states or localities to meet their personnel needs. The examples are not all special education specific, but represent creative endeavors which can be applied to all personnel needs. These initiatives were compiled with the intent of sharing ideas, and to "whet the appetite" of administrators for what can be done when innovation and creativity are used to good purpose in the area of manpower supply.

Teacher Recruitment and Retention Issues

Recruitment and retention of qualified teachers have always been important to educators. During this decade, however, teacher recruitment has become a high-priority issue. The present concern for recruiting appropriate and highly academically qualified staff to teach this nation's youth has been heightened by the reform movement and its related activities.

Education Reform. A national reform movement in education began in the early 1980s with the publication of a number of Blue Ribbon reports, including "A Nation At Risk: The Imperative for Educational Reform" (1983). Although there had been prior writings with the same message, this report, the work of a federally sponsored commission, gained national attention by reporting that America's students were not excelling and that their ability to compete with students of other advanced nations had declined. The report, antecedent to many other reports, blamed the schools, saying that the quality of public education had declined. The impact of this report

was immediate. The education community and others – state legislators, governors, business people, and organizations–quickly called for a renewed national commitment to educational excellence. This led to further reports targeted at discovering the reasons and proposing remedies.

Ultimately, the attention of reformers focused on teachers and teaching. The quality of teachers, and consequently of their teaching, was believed to be a key element in the achievement of public school students (Sykes, 1983; National Commission on Excellence in Education. 1983). Although teachers in general are better educated today than in the past, standardized test scores during the past decade record an overall decline, especially for those students who enter teaching (National Center for Educational Statistics, 1985; Schlechty and Vance, 1983). The discrepancy between the average test scores of prospective teachers and their peers indicates that more students of lesser academic ability are choosing teaching as a career (Darling-Hammond, 1983; Weaver, 1979). Thus, teacher recruitment, selection, and training are in great need of attention.

Recruitment

Less than two decades ago, over 22 percent of the degrees granted were in education; however, by 1982 the percentage had dropped to around 11 percent, a decrease of approximately 45 percent (National Center for Educational Statistiics, 1985). Female college freshmen desiring a career in teaching dropped to 7 percent in 1982, from 38 percent in the late 1960s (Carnegie Forum's Task Force on Teaching as a Profession, 1986). Proportional to the numbers of white students, black and Hispanic students are not entering higher education in the 1980s as they did in the 1970s. This drop, and the fact that these people also are not choosing teaching as a career as frequently as in the past, will significantly affect the numbers of minorities in the teaching force in the 1990s. While part of this drop can be attributed to the teacher surplus of the late 1960s which pushed both teachers and preservice personnel into other careers, part must be attributed to the disincentives associated with a career in education.

Societal Changes. The changes in society over the last quarter century which have affected the traditionally available supply of qualified teacher candidates comprise another major reason for the decline in teacher quality. For example, financial incentives, such as loan forgiveness in exchange for devoting a number of years to teaching, attracted into education many upwardly-mobile blue-collar youth, especially men, seeking to make the transition into white-collar work. Today, however, access to higher education may come through a number of fields, of which education may be one of the least attractive because of its meager financial rewards and few opportunities for career advancement.

Yet, perhaps the most important societal change affecting both teacher recruitment and retention has been the expanded opportunities for women and minorities. Less than two decades ago, education benefited from society's sexual and racial policies which kept a supply of talented and achieving people from access into other fields. As other fields have opened to women and minorities, fewer of the academically-talented select education as a career.

Demographic Factors. Today the United States is experiencing a shortage in the number of available youth to fill jobs. This nation experienced a "baby boom" after World War II that continued until the early 1960s. However, due to the decline in the birth rate after the early 1960s, the total number of students graduating from high school in the 1980s is declining, and will continue to decline into the 1990s. By 1996, the number of 18-year-olds will be approximately 9 million less than in the previous decade, and the total number of workers is projected to decrease by 20 percent (Wetzel, 1987). Business, industry, and other areas will be stiff competitors with education as each scrambles to attract the most able workers.

Retention

Educators also face a challenge in the effort to retain teachers, especially the more qualified. It is estimated that one-half of those trained to be teachers leave the profession within the first five to seven years (Schlechty and Vance, 1983). The following factors contribute to this: 1) the salary schedule, which is low, and the nonexistent career ladder, especially for those who remain in the classroom; 2) the low status of teachers within the larger society, and the lack of recognition teachers believe they receive for their work; and 3) the poor working conditions in the schools and the classrooms.

Within the last two years, many states and localities have moved to improve the salary scale of teachers, and reforms are under way to change both society's image of educators and to recognize and reward exceptional teachers. Working conditions for teachers, however, are proving to be most resistant to change. For example, in 1975 Lortie found it unacceptable that beginning teachers were often expected to function with little help or advice from other faculty members and had little on-the-job opportunity to interact or collaborate with experienced teachers.

Unfortunately, more than a decade after Lortie's study, this norm of isolation still holds true for teaching, and it occurs at all levels. Many higher education institutions and faculty provide their newly-graduated preservice teachers with little or no support as beginning, inexperienced teachers.

Special Education

The issues referred to in the paragraphs above affect both regular and special education recruitment and retention. For special education, the issues of recruitment and retention are further complicated by the differing manpower shortages in the specialty areas and by teacher "burnout".

Personnel Shortages. A recent national survey of state department of education representatives on manpower issues (McLaughlin et al., 1986) reported a general shortage of special education teachers and related service personnel– this at a time when the numbers of children in special education are either remaining stable or increasing. While shortages were uneven across the states and territories, the most frequently noted shortages were in the related services and speech and language areas, with 47 jurisdictions reporting shortages in physical therapists, 46 reporting shortages in occupational therapists, and 41 reporting shortages in speech and language personnel. In the academic areas, 40 jurisdictions reported shortages in teachers of the seriously emotionally disturbed and behaviorally disordered, 33 reported shortages in teachers of the severely handicapped, 26 in the area of multiple handicapped, and 32 in early childhood. Out of the total of 57 jurisdictions surveyed, shortages of teachers in all areas were reported by 10 jurisdictions. The 1986 survey (McLaughlin et al.) and the survey that preceded it (Smith-Davis et al., 1984) reported inner-city areas, and rural areas where salaries are low, as experiencing the most severe personnel shortages. A 1982 study by the National Rural Research and Personnel Preparation Project also found personnel shortages to be critical in rural areas (Helge, 1982).

In terms of recruitment, the 1986 survey by McLaughlin et al. found that of the 43 jurisdictions reporting such data, 44 percent of the jurisdictions had found the manpower supply in their area decreasing, while another 46 percent said that it was stable but insufficient. Yet, in terms of the specialty areas, only 16 of the 57 jurisdictions surveyed had preservice programs in all areas.

Recruitment and retention problems cannot be attributed to a diminished number of preservice training programs across the country. The number of higher education institutions offering programs in the academic areas of special education has remained stable at around 700 since the early 1980s (see Geiger, 1983; Blackhurst et al., 1987). This steadiness in the location of programs could attest to special education's ability to respond to geographic need. As for satisfaction with the quality of personnel, however, only 9 jurisdictions out of 57 were entirely satisfied with the quality of their special education personnel (McLaughlin et al., 1986).

Teacher Burnout. Teacher "burnout" has been identified as a serious problem affecting the retention of special educators (Maslach, 1976; McGurie, 1979; Weiskopf, 1980; Zabel and Zabel, 1980), although it is not known how many teachers "burn out" each year (Weiskopf, 1980), nor have the exact causes been determined. As early as 1962, Sarason et al. noted that awareness among teachers of inadequacies in their knowledge or training caused depression. Burnout has since been used as a term to describe emotional exhaustion resulting from stress (Maslach, 1976), or any other factor affecting teachers' sense of accomplishment or personal self-worth (Yesseldyke and Algozzine, 1982). Thus, the term is used synonymously with overwork, boredom, negativism, and stress, all of which can prevent teachers from receiving satisfaction from their work.

Implications

The above data indicate that a successful recruitment program should extend its reach to targets other than the recent college graduate, although initiatives to recruit and encourage young people to enter teaching should be increased. For example, recruitment efforts should target older retirees and people from other fields who have valuable skills. These people would require retraining and coursework in education pedagogy. Recruitment efforts should also target women who are ready to return to a career in teaching after establishing a family.

Recruitment and retention of good teachers require a major effort necessitating the cooperation of the whole community and the institutions of higher education training preservice teachers. Some colleges and universities and their faculties have recognized the need to become more proactive in recruitment, and some school systems are offering interesting incentives to people who elect to teach there. In addition, various business communities are designing programs to help with the recruitment of well-qualified teachers. Continued collaboration between the schools and organizations, businesses, and institutions to maintain an adequate supply of qualified personnel should be encouraged, as should the implementation of new programs. A recent survey of preservice special education students found that almost half of the students

sampled attended a teacher training program within 50 miles of home (Spence et al., 1985). It is conceivable that more could be done by communities to encourage preservice teachers to return to their home communities to teach. In addition, community businesses, churches, and organizations can do a variety of things to recruit older people to teach, welcome prospective teachers, and provide incentives to those who do decide to teach in the local schools.

At every level, including that of higher education, efforts must be made to encourage more minorities and males to become teachers, and to encourage preservice students to consider teaching in urban and rural areas, the areas with the greatest shortages in personnel. Ironically, while schools are experiencing a growth in the minority population in both regular and special education, there is a decline in minority teachers in both areas (see the Spence et al. survey).

Planning a Recruitment Program

The rest of this manual has been designed to help in the planning of a recruitment program for special education personnel or in expanding an existing plan. Part I will present ideas to help local school district personnel develop the foundations of their individual approaches to recruitment needs. Part II offers examples of innovative programs already in place in various states and localities. These are presented as models to be used in developing your own plans.

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PART I: Establishing A Recruitment Program

As mentioned before, the first and most important task in developing a recruitment program is to formulate a comprehensive plan. However, you need basic information to make a plan. As a first step, get to know your subject, familiarize yourself with the subject of recruitment by reading and talking with others. Communicate with neighboring districts or other people within the state, region, or nation regarding their approach to the recruitment of special education personnel. Talk to college placement officers for information on the best times and dates for contacting their students. Make a list of possible places and ways to advertise the assets of your community, your school system, and your programs. Network–form liaisons with teacher training faculty, community organizations, businesses, and others–to encourage their interest and participation in the development of new recruitment initiatives and to foster their continued cooperation. It is anticipated that activities such as these, if continued throughout the year, will keep personnel recruiters current on issues and will supply them with new and creative ideas for a recruitment program.

At this point, depending on the work, it would be beneficial to form a Task Force to help in the planning, data gathering, and other tasks involved in establishing a program. However, make sure that the people selected are compatible, will work, and have a real interest in seeing a recruitment program established.

Information on the special education manpower needs of your district is critical. Along with this, you need some idea of trends in special education personnel needs for planning for the future. For example, does there always seem to be a need for personnel in one specific specialty area, whether it be the academic areas or in the related services areas? To find this out, you will probably develop a "Needs Assessment" survey for administrators and others to complete. The timely and thorough identification of personnel needs is key to your recruitment effort; the identification of trends in personnel needs will help you anticipate vacancies and be prepared for quick action once they occur. Remember it is important to locate qualified special education candidates as quickly as possible during the year, for they are often taken before the official recruitment "season" begins on college campuses.

In addition, you need to gain familiarity with the written policies of the district regarding recruitment. Besides being an administrative must, knowledge of the policies enables you to formulate a realistic plan of action and gain the support needed from higher level administrators, or from the school board. In addition, it is also important that you know the policies regarding all aspects of personnel employment. It is obvious that in the process of recruitment you will need to answer questions regarding employment which may not be the ordinary questions. Examples of the obvious information needed would include employee benefits, bonus pay, promotions, moving expenses, leaves of absence, residence, employment outside the school, probation and tenure.

Thus, some or all of the following activities should be incorporated into the information collection stage of designing or upgrading a program.

Information Gathering

Recruitment

1. Consult other districts to find out their process of recruiting special educators and related services personnel. For example, ask district administrators what their specific needs are and how they try to meet them. Specifically find out what aspect of their program they think is the most successful. Data are also needed on why they believe it to be successful and what the results have been. Note especially their process of dissemination of vacancy notices and the institutions they target. Get a sense of their personnel trends–the areas showing the greatest and least need over time–and compare it to the trends you find in your district.

2. Research the general topic of recruitment through articles and books. Determine what aspects of other programs are similar to your situation, and ask yourself if either their plan or their recommendations would be applicable to your situation. Don't overlook articles and information on the recruitment efforts of other fields such as business, engineering, etc.

3. Survey district personnel involved in recruitment with the purpose of obtaining their input as to what aspects of the program (if there is one) they believe need improvement and what aspects they believe are most successful. In addition, personally take an evaluative look at the present recruitment process for strengths and weaknesses.

Needs Assessment

1. Survey district administrators as to what their personnel needs in special education are, and keep updated. A successful program will depend

on timely notification of needs in order to locate qualified candidates before others do. Time is a commodity to be used wisely in this process.

2. Ask district personnel in the categorical specialties (severe and profound handicaps, learning disability, mild mental retardation, etc.), and related services to respond to a survey of the areas of greatest and least need. Compile the data by group to see if a particular specialty area of the present recruitment program is perceived as either overemphasized or underemphasized. Compare their perspectives with that of administrators for differences.

District Policy

1. Find out how the recruitment of special educators is presently conducted and who, or what office, is responsible for it. Are there written policies guiding the present effort?

2. Find out whether the district has an overall strategy for recruiting special education personnel. If so, what is it and what are the perceptions of it?

3. Find out whether there is a budget allocated to recruitment in general and special education in particular. If so, how big is the budget? A district serious about recruitment will budget for it. Costs would include personnel, materials, communication and travel. If a program exists, all areas of costs should be examined in terms of effectiveness and efficiency.

4. Find out whether there are clearly defined roles in the special education recruitment process and if these roles are adhered to by the delegated authority. Are there confusion and misunderstandings as a result of miscommunication or due to unclear role definitions?

5. Find out whether there are clear lines of communication to and from school administrators regarding prospective special education personnel. Does everyone get an equal chance to interview candidates?

Other Information

1. Talk to college placement officers and get to know them. A personal contact is always an advantage. Learn not only the official recruitment times on campuses, but, as soon as a vacancy is anticipated, call the recruitment office and try to get the names of qualified personnel to fill the position upon graduation. One of the best ways to get an inside track on new graduates is to accept special education students into your district for their practica and student teaching experiences. Don't forget to explore the campus publications and the faculty word-of-mouth communication system.

2. As much as possible, know your community. This will help you recruit from the non-traditional manpower areas. Also, a good plan will include efforts to obtain the cooperation of businesses, religious institutions, and organizations in recruitment efforts. Make sure your advertising is targeted to this area.

3. Know the places the district presently uses to advertise for new personnel. Are they the same for regular and special education personnel? Make a list of these and try to get some data on the effectiveness of the effort. The success of a recruitment program depends in part on the communication links between staff needs and people with the necessary skills. This is especially true for special education, which must consider the state policies regarding the educational background required to teach students with specific handicapping conditions.

Once you have the above information, you are ready to formulate a recruitment plan based on your research. The next considerations include the development of recruitment material and the handling of applications and new employees.

Development of Recruitment Material

Districts need material to give to candidates for the purpose of persuasion. The objective is to get people attracted to taking a position in a particular community, school, or academic area. A particular piece of material might emphasize information regarding the position, the district school system, and/or the community and area. In terms of type of material, thought must be given to the information presented, the message, the media selected, the presentation, and the cost. All material should be clear as to the intended audience and the message, and should tell the prospective teacher whom to contact for further information and application materials.

Types of materials developed might include the more traditional ones such as brochures, information packets (on the school, district, community/area, employment opportunities, and the application process), and position guides. In addition, materials can include the less tradi-

tional forms such as slides or tapes on the school or area, videotapes of interest, marketing souvenirs, and posters.

The following pointers are suggested as considerations for developing any advertisement or announcement:

- Select the advertising media carefully, considering the appropriateness of the medium for the intended audience.
- Develop a theme.
- Use a catchy headline to help sell the position.
- Be specific as to type of applicant desired for the position and the job requirements.
- Make sure the candidate can easily read the advertisement. It should not be confusing or overdone.
- Carefully develop the advertisement to sell the candidate on the job, the area, and the district.
- Be economical, but not cheap or too brief.

Remember: Any announcement should tell a prospective applicant the pertinent facts about the position and whom to contact. In addition, when appropriate, the material should include information on the positive features of working in the district, or in their absence, to make the job attractive as a "challenge."

Position Guide

One of the more useful documents is a position guide which describes the tasks associated with the job, and the applicant's desired personal characteristics. This guide is especially good for vacancy announcements and advertisements, as it allows the applicant to self-select on the basis of the information. Components of the guide should include the following:

- General information on and expectations of the system.
- Dynamic features of the position.
- Required and desired skills and behaviors.
- Desired personal characteristics, preparation, and experience.
- Compensation.

Vacancy Announcements

In addition to the traditional routes of contacting prospective personnel, such as colleges and university channels, professional publications, newspapers, meetings, and word-of mouth communication, new channels have been developed. For example, electronic bulletin boards for announcing personnel vacancies are available for use (see the Sampler Material in Part II). SpecialNet, a nationwide computer network of the National Association of State Directors of Special Education (NASDSE), has an EMPLOYMENT bulletin board which lists employment opportunities across the states and territories. Another bulletin board is CAREER.CONNECTION, which lists candidates seeking special education positions. These are available to any district, Area Education Agency, or college with access to SpecialNet.

Encouraging Applicants

Offering incentives to applicants is both a way of attracting their attention and a sincere way to encourage them to explore your district. The type of incentive is tied to the financial well-being of the community. However, as pointed out before, it is possible to turn a difficult situation into a challenging one, and to market the job as a challenge. Carefully look at the following list of incentives to applicants and select some that you can offer. In fact, your district may have a policy to offer some of these, but they may not have been packaged as incentives.

1. Pay the expenses of the strongest applicants to visit the district.
2. Facilitate the search for housing or provide less expensive housing for teachers through a cooperative arrangement with businesses.
3. Help spouses of new employees find employment and schools for their children.
4. Pay tuition costs for teachers to return to college to gain additional certification.
5. Provide opportunities for summer employment for teachers.
6. Provide an incentive for teachers to accept a job in a critical shortage area or high priority locations.

The Handling of Applicants, Screenings, and New Recruits

The Applicant

The initial response made by the district contact person or office to a new applicant for a position in special education is basic to setting the tone for working in your district. It is a crucial point at which an otherwise successful recruitment program can fail. People forget, especially when under pressure to fill positions, how important to prospective candidates is the response they receive. As a general rule, all responses should be as prompt and as personal as possible.

Screening

The only way selection of the most qualified and appropriate teacher candidates can be made is by screening. A careful screening of candidates puts the training institution on notice that you care. Check references by calling the supervising teacher, teacher training faculty, and other individuals who have seen the candidate teach. If possible, try to observe the applicant while teaching.

At the same time, it is a necessity to continue being as personable as possible with candidates. For example, inform them by phone if they have made it through a preliminary screening, carefully explain to them how the screening process works and dispel any fears and apprehensions they may express.

New Staff

Recruiting efforts extend to insuring that a new recruit is warmly welcomed by other district staff. It is important that beginning or new teachers to the community do not experience isolation in the work environment. Hopefully, school policy encourages interaction between teachers, and support by principals and supervisors for new staff. Presented below are some ideas on welcoming activities:

1. Have a special welcoming function for new staff. Make sure they are introduced to district administrators, school board members, special education staff and teachers, and others.
2. Set up a "buddy system" and pair new staff members with experienced teachers who would serve primarily as contact persons to help the new teachers adjust to the job and its responsibilities.
3. Find ways to involve the new staff in community activities and organizations.
4. Arrange for local business and civic groups to welcome new teachers.
5. Have someone from the recruitment program meet with the new employees during the year to talk about the recruitment program and to get suggestions for improving activities.
6. Design some formal opportunities for a new employee to discuss the job responsibilities, expectations, and, if needed, to obtain support.

Program Evaluation

When designing the recruitment program, build in an evaluation plan to monitor recruitment efforts and results. This accountability is a positive thing in that it shows you the return on dollars spent, and enables you to see where modifications are needed.

The major question of an evaluation is: "Did the district get the special education staff needed?" and "At what cost?" An evaluation plan is neither complicated nor a burden. Simply collect and analyze data on all your efforts, keeping careful records of all efforts and money spent. Comparing the costs incurred with data on your efforts provides you with an evaluation of the program's most and least successful components. It is from this information that next year's plan can be developed.

Costs to monitor include:

- Travel
- Materials
- Communications

Data to collect include:

- Number of advertisements placed and media used; how many responses were received from these ads, how many applicants, and how many new staff accepted.
- Number of contacts with placement offices; how many responses were received as a result, how many applicants, and how many new staff accepted.
- Amount of time that elapsed from an initial contact to final selection or rejection of a candidate, and from each step in the process to the next.
- Qualitative information on the opinions of people involved in the recruitment process. This would

include applicants, candidates, administrators and staff, and community people involved in the process.

- Quality and effectiveness of material. Get feedback on the material developed as to appropriateness, thoroughness, and appeal.

The evaluation of a program should be ongoing. In addition to the formal evaluation, however, you should be continuously asking if everything possible is being done to recruit the best available special education staff, and looking for ways to improve the process.

Summary

If well organized, the work required for establishing a special education recruitment program is not extensive. When developing your program, use what is presented here only as a model for your program; modify and expand it as you learn. A functioning special education recruitment program will reward your efforts through savings in both time and money.

PART II: A Sampler Of Recruitment Programs

The following programs are presented as a resource for establishing your individualized program. Note that contact names and telephone numbers have been included to facilitate your efforts and to save time. This "sampler" is arranged alphabetically by state within each of the sections listed below. The section headings are an attempt to organize the programs for easier referral; however, the programs have many overlaps.

Section 1: General Recruitment Initiatives

Section 2: College and University Strategies for Recruitment

Section 3: Special Education Recruitment Initiatives

Section 4: Computer Based Recruitment

Section 5: Other Programs

In these sections, brief strategies are offered for the following problems:

- Solving personnel shortages
- Attracting students into colleges and universities and into teacher education
- Retaining qualified personnel at the district level.

Section 1: General Recruitment Initiatives

California
Idaho
Kentucky
Maryland
Prince Georges County, Maryland
North Carolina
Ohio
Austin, Texas
Houston, Texas
San Antonio, Texas
Utah
Vermont
Virginia

SANTA CLARA, CALIFORNIA: Program to Recruit Students into College

The Secondary Directors of Guidance Consortium sponsored two "College Nights" held during October 1986 to give Santa Clara County high school students and their parents the opportunity to meet informally with representatives from more than 50 colleges and universities. Presentations were made about the University of California and California State University systems, community colleges, independent colleges and universities, and financial aid.

Contact: John Patterson, Program Manager, Santa Clara County Office of Education, 100 Skyport Drive, San Jose, California 95115; 408/947-6500.

IDAHO: Community Mini Campus Model

Fifty-three local school districts in Idaho formed a consortium with Idaho State University to certify prospective teachers who lacked state certification requirements. They developed individual course syllabi for 12 professional courses offered in local communities by the university's College of Education. Instruction revolved around actual public school experience. Student teachers took part in classroom teaching, prepared media and materials for classroom use, and performed other tasks common to teachers in a small school. Courses needed to complete subject matter requirements were provided by extension services and correspondence courses. This method of field-centered teacher training reduced adjustment problems often experienced by new rural teachers and also reduced teacher turnover.

Contact: The full document on this model is contained in "Preservice Programs for Educational Personnel Going into Rural Schools" (ERIC ED 135 506), available from the ERIC Clearinghouse on Rural Education and Small Schools, Box 3 AP, New Mexico State University, Las Cruces, New Mexico 88403; 505/646-2623. Other recruitment materials available from ERIC/CRESS include ERIC digests on the advantages of small schools and on motivating American Indians into graduate studies.

LOUISVILLE, KENTUCKY: Program to Encourage High School Students into Teaching Careers

In Louisville, Kentucky, talented high school students have the opportunity to take an introductory college course in teaching which is offered for credit. As a result of participation in this course, students have developed positive attitudes toward teachers and teaching and are thought to be more likely to choose teaching as a career.

Reference: Howard, R.A., Goethals, M.S. (1985) Introducing talented high school students to teacher education. Phi Delta Kappan. 66 (7): 511-512.

MARYLAND: State Recruitment Efforts

In February 1986, a full-time teacher recruitment position was created to address issues related to teacher supply and demand in Maryland. The following initiatives were developed by the Specialist in Teacher Recruitment:

1. Collaboration with the military, government, and business/industry to attract retirees into teaching as second careers.
2. Collaboration with local school systems to attract qualified candidates to "Teach in Maryland."
3. Collaboration with institutions of higher education to design innovative teacher training programs for the "non-traditional" candidate: (e.g., the retiree, career changer, liberal arts candidate).
4. Development of statewide support for improving the image of the teaching professional.
5. Development of an urban model for teacher recruitment and retention (Project RECITE - Baltimore City).

6. Publication of a yearly report on teacher supply and demand in Maryland which permits the State Board of Education to declare critical shortages in certain teaching fields and to provide scholarships for students who pursue study in those fields.

7. Developing programs which attract and retain minority teachers.

Contact: Sheila K. Draper, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201-2595; 301/333-2495.

PRINCE GEORGES COUNTY, MARYLAND: Corporate Effort to Recruit Teachers

In an effort to solve significant teacher shortages in Prince Georges County, a corporate recruiting effort was sponsored by the Advisory Council for Business and Industry. They designed the campaign on the basis of their own experiences in recruiting engineers and other high-caliber professionals.

The program began with an innovative recruiting effort in Boston which included promotional packages, giveaways, business incentives, and good salaries. Each new teacher recruited as a result of this effort was offered a highly competitive salary and several outstanding incentives from the business community, such as bank loan discounts, a month's free apartment rent with no security deposit, free relocation services, discounts from moving companies, restaurant discounts, and other offers. All of these incentives helped confirm newly-recruited teachers' impression of a school system and community committed to attracting and keeping the very best.

A week of inservice training for the new teachers focused as much on their individual goals and aspirations as it did on technical issues for instructional guidelines, classroom management, student discipline, etc. A follow-up reception provided the business and education commmunity with the feedback necessary to evaluate the recruiting effort and let the teachers know that the community's interest in their welfare had not lagged.

Contact: Winfield Kelly, President of the Advisory Council for Business and Industry, Personnel Department, Prince Georges County Schools, Sasscer Administration Building, 14201 School Lane, Upper Marlboro, Maryland 20772.

NORTH CAROLINA: State Recruitment Efforts

North Carolina has created the Teacher Enhancement Program and established the Office of Teacher Recruitment, whose purposes are: to identify local school administrative units' teacher and subject area needs; coordinate and administer a comprehensive recruitment effort; encourage members of minority groups and individuals who might not otherwise consider entering or continuing a career in teaching to go into and remain in the teaching profession. Mandates by the General Assembly to the Teacher Recruitment Office include: (a) developing and analyzing data on teacher supply and demand; (b) working with the 341 appointed high school teacher recruiters and the regional teacher of the year, whose purposes are to work toward improving the image of the teaching profession, to provide information about the teaching profession, and to identify and attract talented high school students into the teaching profession; (c) coordinating the efforts of the business community and major education organizations toward developing programs aimed at attracting and retaining capable teachers; and (d) administering all grants relative to teacher recruitment in the Department of Public Instruction, including the Tuition Grant Program, Teacher Aide and Substitute Retraining Program, Teacher Incentive Program, and the Prospective Teachers' Scholarship Loan Program.

Suggested roles, responsibilities and activities for North Carolina's teacher of the year recipients and high school teacher recruiters are to:

- Identify possible candidates for receiving scholarship loans.
- Prepare presentations on the teaching profession and recruitment efforts for student clubs and PTAs.
- Meet regularly with teacher recruiters in high schools for planning.
- Work closely to plan activities for Teacher Recruitment Week, Teacher Appreciation Week; reactivate Future Teachers of America clubs on high school campuses; conduct an FTA conference; select the top ten Teachers of Tomorrow from each region for an annual banquet.
- Plan Career Day Activities.

- Contact local and regional businesses for underwriting the cost of publicity and local activities and for donating prizes for special meetings, contests, and conferences; this includes radio and television time for public service announcements.
- Act as liaison to local and regional civic organizations.
- Contact junior high and middle school counselors to help organize "future education professionals" groups and distribute information on the teaching profession.
- Serve on the North Carolina Teaching Fellows Program's regional screening committee.
- Establish a reporting process, regularly scheduled meetings, and timelines for projected activities.

Contact: Gail L. Dionne, Coordinator, Teacher Recruitment Office, North Carolina Department of Public Instruction, Education Building, 116 West Edenton Street, Raleigh, North Carolina 27603-1712; 919/733-4736.

NORTHWEST OHIO: District-Based Incentives and Career Development Initiative

Three Northwest Ohio school districts, in collaboration with Bowling Green State University, developed plans for teacher incentive structures and career development. Teachers, administrators, school board members, and community members were involved in this project, in which each district designed individual structures for monetary and non-monetary incentives for teacher retention and recruitment in collaboration with local businesses. They also developed instruments for use in the evaluation of teaching.

Contact: William Reynolds, Bowling Green State University, 529 Education Building, Bowling Green, Ohio 43403; 419/372-0151.

AUSTIN, TEXAS: Teacher Support Program

The School Resource Center in Austin, Texas was designed to foster retention of personnel by offering around-the-clock, personalized support for teachers. Teachers can call the Center toll-free at any hour of the day to request help with their classroom problems. The Center provides specific instructional recommendations for teaching particular children. The recommendations work, and this keeps both teachers and students moving forward and excited about teaching and learning (changing stressful and discouraging failure situations into successful learning situations).

The Center also aids the problem of teacher shortages by helping teachers be successful in curriculum areas for which they may not have been prepared. Center personnel also help regular classroom teachers meet the individual needs of educationally disadvantaged and handicapped children and provide instructional recommendations that can be implemented not only by teachers, but also by parents, teacher aides, peer or cross-age tutors, or community volunteers.

Contact: Virginia Walter, Director, School Resource Center, 4159 Steck Avenue, Suite 161, Austin, Texas 78759.

HOUSTON, TEXAS: City Council Scholarship Program

The Houston City Council has provided scholarships over the past few years to academically talented students who plan to become teachers. In 1986, six students received scholarships of $1500 each. The Houston City Council has also joined with Austin in forming the Coalition of Concerned Urban PTA Parents to make Texas legislators more aware of educational concerns and issues.

Contact: The Houston City Council, City Hall, 900 Brazos Street, Houston, Texas 77002.

SAN ANTONIO, TEXAS: Program to Recruit Minority Students

A four-year College Board Project in San Antonio, Texas has helped increase the number of poor and minority students opting to go to college. The "Options for Excellence Program" has encouraged high school juniors to take the Preliminary Scholastic Aptitude Test and National Merit Scholarship qualifying test, for which the regular fee was waived. Results allowed counselors, parents, and students to identify academic talent that had not surfaced in the high school classroom, and a number of students who had not planned to attend college reconsidered after this process. In 1981, minorities (mostly Mexican-Americans) represented 20 percent of area students taking the PSAT. By 1984, this figure had increased to 40 percent. Over the same period, the percentage of all area students taking the PSAT rose from 30 to 75 percent.

In addition, another objective of the project was to strengthen the college preparatory curriculum of the 49 public and private schools in the area. Schoolwide test results were reported on a question-by-question basis to allow school officials to pinpoint weaknesses in their curricula. Schools also integrated advanced placement schedules to improve student preparation for the College Board's advanced placement tests (for which fees were waived for students from poorer families).

Also, the project has developed graduate-level seminars, workshops, and other training sessions for high school instructors to better prepare them to teach the advanced placement courses. Hundreds of teachers have participated in training sessions. The project was funded by a private foundation in San Antonio.

Contact: College Board, 201 North Saint Mary's Street, San Antonio, Texas; 512/224-1276.

UTAH: Career Scholarship Fund

The Utah Career Scholarship Fund has established two types of scholarships. The first provides tuition waivers and stipends. School districts are allocated 200 scholarships to be distributed to high school graduates entering teacher preparation programs. Colleges and universities are allocated 165 scholarships to distribute to students already in teacher education programs or who have completed at least one year of college work. The second type of scholarship includes $3000 and a tuition waiver. Twenty of these scholarships are funded each year and distributed among high school seniors and collegiate sophomores, juniors, and seniors.

Contact: Director, Teacher Education/Certification, Utah Department of Education, 250 East Fifth South, Salt Lake City, Utah 84111.

VERMONT: School Improvement Program

Vermont State Department of Education and Vermont State College have collaborated to improve schools in the state, particularly the quality of training and professional development for teachers and the development of higher standards for teaching and learning.

The project sponsors campus conferences for high school students on careers in teaching. In addition, the project is exploring ways to permit individuals with degrees outside of education to become certified, strengthen student teaching in higher education programs, bring together teachers and higher education faculties to discuss common issues and concerns, and examine the training needs of school board members and other policy makers.

Contact: Beth Burgess, Vermont Department of Education, State Office Building, Montpelier, Vermont 05602.

CHESAPEAKE, VIRGINIA: Preservice Recruitment Program

The Chesapeake, Virginia school district has designed a program to recruit top teacher candidates before they finish college. Top education majors from selected colleges and universities are invited to Chesapeake in the fall of their senior year where they are entertained and interviewed by the school board, subject specialists, and other staff.

Students who sign contracts with the district are required to complete their student teaching in the Chesapeake district, after which they will be added to the payroll as substitutes until they begin their full-time teaching assignments. The district and cooperating universities are collaborating in the training of the new teachers during their first year. A five-year follow-up study is planned to compare this recruitment method to traditional methods and to expand the program to other colleges with good teacher education programs.

Contact: Dr. Winston Whitehurst, Assistant Superintendent for Personnel, Chesapeake City Public Schools, P.O. Box 15204, Chesapeake, Virginia 23320.

Section 2: College and University Recruitment Strategies

California State University System
Chico State University, California
Santa Clara University, California
University of South Florida
Grandview College, Iowa
Hunter College, New York
Teachers' College, New York
Appalachian State University, North Carolina
University of North Carolina-Charlotte
Wisconsin Consortium

CALIFORNIA: Recruiting Trainees into Higher Education

The California State University System has joined with the California Department of Education in a statewide media campaign called "A Class Act — Be a Teacher," which in 1986 distributed information on the career of teaching to 35,000 new students. California State University (CSU) is seeking funding from the state for programs to recruit minority students and provide academic counseling. Campuses have implemented creative recruitment efforts. For example, California State University-Los Angeles sponsors a Teachers' Academy in a high-minority Los Angeles high school. Enrollment in CSU programs rose 18 percent in 1985-86, and 20 percent in 1986-87 even as new, more stringent entrance requirements become effective. The recruitment efforts are part of CSU's program of All-University Responsibility for Teacher Education, which was initiated in 1983 and which received a 1986 Showcase for Excellence Award from the American Association of State Colleges and Universities.

Contact: Linda Bunnell Jones, State University Dean, The California State University, 400 Golden Shore, Long Beach, California 90802-4275.

CALIFORNIA: Recruitment Teleconference at Chico State University

In October 1986, a three-hour teleconference called "Consider College" was downlinked to high schools across California from Chico State University. The audience at remote sites learned about opportunities in California's institutions of higher education, with specific information on admissions, financial aid, and housing, with the clear purpose of recruiting students.

Contact: Leslie J. Wright, Teleconference Coordinator, Center for Regional and Continuing Education, California State University-Chico, Chico, California 95929-0250; 916/895-6105.

CALIFORNIA: Joint Program to Recruit and Retain Minority Students

Santa Clara University has joined with two community colleges, San Jose City College and Evergreen Valley College, in a project to recruit and retain qualified minority students to major in science and math. Students at the community colleges who are interested in math, science, or engineering can take one class per quarter for three quarters at the university, with credits awarded from the community college. In this way, minority students experience university life while still enrolled at the community college. The goal is to enhance the self-confidence of minority students in pursuing a four-year degree and to support their transition to the University.

Contact: Joseph Subbiondo, Dean, College of Arts and Sciences, Santa Clara University, Santa Clara, California 95053.

FLORIDA: Honors Program at the University of South Florida

The University of South Florida's College of Education has designed a special honors program, the Suncoast Area Teacher Training Program (SCATT) to attract talented students into teacher education and to facilitate their development into committed, quality teachers. The SCATT program has been collaboratively developed with participating school districts. It originated through the resources and efforts of the College of Education and has been further supported through a special allocation from the Florida legislature. This program was recognized in 1985 as a winner in the showcase of excellence awards of the American Association of State Colleges and Universities.

Contact: Marcia Mann, Assistant Dean and Director of the SCATT Program, College of Education, University of South Florida, Tampa, Florida 33620; 813/974-3400.

IOWA: College Tuition for Fifth Graders

Grandview College and the Garton Elementary School have begun an Adopt-A-School program that gives students in the fifth grade as much as $1200 to be applied later to college tuition. Students receive a $500 tuition grant the first year and $100 more each year until they graduate from high school. Participating pupils are assigned mentors (college alumni and faculty members) who provide guidance. The program was conceptualized to support those students who planned early for college by giving them incentives to complete school and qualify for college. Such a program could also be targeted to motivate students to enter teacher education.

Contact: Marvin Feller, Department of Education, Grandview College, 1200 Grandview Avenue, Des Moines, Iowa 50316.

NEW YORK: Training Teachers for Inner-City Schools

Since 1970, Hunter College of the City University of New York has trained preservice students majoring in elementary education in field centers located in East Harlem, an inner-city area of Manhattan with a large number of minority and poverty-level students.

The training program is based in three public elementary schools in East Harlem. Students enter the program as freshmen and during the first three years in the program spend two mornings per week at one of the three schools. The time spent is divided equally between education courses taught by Hunter College professors and actual classroom experience. Seniors spend one semester as full-time interns where they are co-teachers in the classroom and are supervised by the regular classroom teacher, the college professor, and the on-site administrative director.

Hunter College students who participate in the program log more than 700 hours in an inner-city elementary school, and this quantity of field experience contributes to success on the job. Additional factors contributing to the success of these aspiring teachers are:

- Early field experience
- Reality base
- Variety
- Theory into practice
- Visibility

Hunter College's urban setting easily lends itself to field training in inner-city schools, a situation not always available to preservice students.

Contact: Mae V. Gamble, Hunter College, City University of New York, Department of Education, 695 Park Avenue, New York, New York 10021; 212/772-4000.

NEW YORK: Training Liberal Arts Majors for Careers in Teaching

Teachers' College, Columbia University, has a fellowship program designed to attract liberal arts students majoring in math and/or science. Students majoring in math or science at liberal arts colleges will receive tuition assistance and will be considered for early admission to the graduate program at Teachers' College. During the Christmas break of their senior year at their home liberal arts colleges, they will attend Teachers' College for a special intensive course. The following summer they will complete the 18 credits needed for certification. This program was designed to help address the shortage of math and science teachers.

Contact: Bruce Vogeli, Mathematics Education, Teachers' College, Columbia University, 525 West 120th Street, New York, New York 10027

NORTH CAROLINA: Admissions Partnership Program

Appalachian State University has developed an admissions partnership program that allows high school seniors to earn up to 26 college credits by using their senior year elective options to the college courses offered in the high schools. Juniors may be admitted if they have three years of English and two years of math. Courses are offered on Saturdays and are taught by high school teachers, assisted by university professors.

Contact: The Admissions Partnership Program, Appalachian State University, Boone, North Carolina 28608

NORTH CAROLINA: Recruitment Program for Minority Students

Johnson C. Smith University, a private, historically black institution of higher education that does not have a special education pre-service training program, has developed a cooperative program with another university to train special education teachers. Johnson C. Smith University

is collaborating with the University of North Carolina-Charlotte on a special project to recruit minority students from the private institution for special education training at UNC-Charlotte.

Contact: Terry L. Rose, Project Director, Collaborative Undergraduate Special Education Program, College of Education and Allied Professions, University of North Carolina-Charlotte, Charlotte, North Carolina 28223.

WISCONSIN: Teacher Intern Program

Seventeen teacher education colleges and universities in Wisconsin have formed a consortium titled the Wisconsin Improvement Program. A major objective of the consortium has been the coordination of the teacher intern program. All interns are screened at the campus level, approved by the school administrators, and granted a license by the state education certification authority. They are students in education, completing their work toward certification, who accept an assignment of a partial teaching load as part of a team in a school. Interns are paid a stipend by the local district, are assigned to the district 100 percent of the time for a full semester, and follow the district (not campus) calendar. The district budgets an additional amount for inservice activities, creating an inservice fund for use by interns, teachers, administrators, professors, and supervisors. Flexible salary situations have been designed to permit the hiring of two interns for a single salary.

School administrators feel that the interns keep the school in contact with the university and introduce fresh, new ideas to faculty and students. The districts benefit by using interns to keep teacher/pupil ratios at an acceptable level.

Contact: Peter Burke, Executive Secretary, Wisconsin Improvement Program, 427 Education Building, University of Wisconsin-Madison, Madison, Wisconsin 53706.

Section 3: Special Education Recruitment Initiatives

Alabama
Arizona
Iowa
Kentucky
New Hampshire
New York
Oregon

ALABAMA: Recruitment and Retention by the University of South Alabama

The University of South Alabama in Mobile has received federal funding for a project which emphasizes financial aid as a means to recruitment, retention, and completion of training programs for teachers of the handicapped. One unique aspect of Project FUSE is the funding of 25 "early admission" high school students to take a Survey of Exceptionalities course and a practicum course in special education for college credit in the University's summer session. These students must meet several criteria which include an interest in special education and a score of at least 24 (composite) on the ACT.

Contact: Department of Special Education, University of South Alabama, Mobile, Alabama 36688; 205/460-6460.

ARIZONA: Recruitment Efforts for Special Education Personnel in Rural Schools

The Pinal County Special Education School has been very successful in recruiting personnel. There are several reasons for their success in recruiting. The school has a reputation for high-quality programming and success with handicapped students. It stresses an attitude of liberating personnel to function at their highest and most autonomous levels, providing the resources needed and avenues for professional development and advancement. In addition, the school makes an all-out effort at recruitment, including an advertising budget of $4,000 annually, the use of 16 recruiting resources, advertising in Arizona and carefully selected out-of-state newspapers, communication with colleges and universities, and annual attendance at the convention of the Council for Exceptional Children.

Once the school has successfully recruited a candidate, it focuses its efforts on retention. Strategies include devel-

opment of educational programs which represent professional and personal opportunity for its teachers; elimination of any bureaucratic element that tends to limit independent professionalism and self actualization for personnel; termination of personnel who do not meet the school standards of excellence; and exit interviews for personnel leaving voluntarily, aimed at improving the school and employee relations.

The school provides an extensive inservice program for professional improvement, and the staff benefits from the several technologies that are routinely available.

The Associate Superintendent of Schools for Pinal County has also developed extensive materials for a seminar called "Hiring and Firing." This program is designed for administrators and school boards who wish to solve problems associated with recruiting and retaining qualified personnel. Topics include recruiting, screening, interviewing, selecting, retaining, and terminating school personnel.

Contact: Lawrence E. Mazin, Associate Superintendent, Pinal County Schools, P.O. Box 769, Florence, Arizona 85232; 602/868-5801.

IOWA: Recruitment Efforts for Special Education Personnel

The following abstract is of a document prepared by Sue Jorgensen and Linda Espey of the Mountain Plains Regional Resource Center to provide ideas to help district administrators attract qualified special education teachers and related service personnel. This guide is designed to provide a framework for reviewing a district's current recruitment program, to share some creative strategies for improving recruiting efforts, and to assist in developing a plan for enhancing the quality and effectiveness of the district's recruiting efforts.

This document is best used in conjunction with training on the specific aspects of recruiting special education personnel, including:

1. Organization of the recruiting program
2. Development and use of recruiting materials
3. Identification of staff needs
4. Announcement of vacancies
5. Creating interest in vacancies
6. Processing applications
7. Welcoming and orienting new staff
8. Monitoring and modifying the recruiting program.

Resources are provided in the areas of recruitment, such as a listing of state and regional newspapers which advertise educational vacancies, a bibliography, and a table showing special education personnel training institutions providing programs in different disability areas.

This document is available from: Mountain Plains Regional Resource Center, Drake University, Des Moines, Iowa 50311; Cost: $5.00 per copy.

KENTUCKY: Special Education Teacher Recruitment System

The Office of Education for Exceptional Children (OEEC), Kentucky Department of Education, has established a system for recruitment of special education teachers. The system is designed to link available special education professionals with local school districts seeking personnel.

In addition, the system provides information on related services personnel, such as psychologists, diagnosticians, occupational therapists, school social workers, and special education supervisors available through the recruitment system.

Contact: Mendy Covington, CSPD, Capital Plaza Tower, Frankfort, Kentucky 40601; 502/564-4970.

NEW HAMPSHIRE: Teacher Recruitment Program for Special Educators

New Hampshire has designed a three-pronged plan to ease the shortage of special education personnel. One dimension is intended to attract more people into the teaching profession; another provides cross-training for professionals who wish to move into a critical shortage area; and another updates skills of active personnel. The centerpiece of the plan will be a State Department-sponsored certification program designed to reach people who have been unable to take advantage of more traditional university programs.

Contact: Carol Davis, Special Education Section, New Hampshire Department of Education, 101 Pleasant Street, Concord, New Hampshire 03301.

NEW YORK: Recruiting Mature Trainees into Deaf Education

A Graduate Program to prepare educational specialists for teaching the deaf has been in progress since 1980. It is co-sponsored by the Graduate School of Education and Human Development/University of Rochester and by the National Technical Institute for the Deaf/Rochester Institute of Technology. It is the first program in New York State to offer a master's degree sponsored by two institutions. The program is designed to improve the quality of education and services for the deaf by preparing professionals who will work in secondary schools serving deaf students or who will serve as instructional leaders working with colleagues to enrich and upgrade the quality of education for deaf persons.

This program has attracted liberal arts graduates with majors in academic subjects, current secondary school teachers, and experienced individuals seeking a second career. The fact that one of the program's recent graduates is a newly-retired military officer has stimulated interest in more active recruitment from the large pool of military personnel who leave the service after 20 years' service and who, therefore, have a long second-career potential. Some university recruitment programs have already been set up in cities near military bases an in areas favorable to military retirement. Contacts with *Army Times* and *Navy Times* may also lead to increased awareness on the part of retiring military personnel of new careers through this program.

Contact: Kenneth R. Nash, Graduate School of Education and Human Development, University of Rochester, Rochester, New York 14627; 716/275-4009.

OREGON: Involving High School Students in Special Education

In 1985, the University of Oregon sponsored a conference for high school peer tutors that was held in conjunction with a statewide conference for professionals in special education. The peer tutor conference was attended by 140 students representing 21 high schools throughout the state. The purposes were to develop the professional roles, skills, and attitudes of non-handicapped tutors relative to their roles as friends, trainers, and advocates; to develop a system of reinforcers to help teachers recruit and maintain high-quality tutors; and to provide career and professional development opportunities to tutors. The two-day event was sponsored, in part, by an inservice training grant from the Oregon Department of Education. This early involvement of high school students should lead to increasing their interest in careers in special education.

Contact: Specialized Training Program, College of Education, University of Oregon, Eugene, Oregon 97403; 503/686-5311.

Section 4: Computer-Based Recruiting

California
Colorado
Washington, DC
North Carolina
Austin, Texas
Texas

CALIFORNIA: Job Information Service

CAREER, a computerized job information service for educators, provides its subscribers with current listings of job openings in California's public schools, and includes subscribers' names and qualifications in a statewide registry that is sent to school district employers throughout the state. Fourteen times a year, each subscriber receives CAREER's list of California job openings, customized by computer to fit each subscriber's characteristics. The subscriber can use these lists to make applications. Lists are compiled from information sent by employers, and represents the majority of jobs for educators in the state. As schools begin to open, subscribers can call a special hotline in August and September to talk personally with a CAREER representative concerning the most recent vacancy information. CAREER also sends its members a quarterly publication on career planning, the job application process, descriptions of California communities that are seeking personnel, and related information. All of these services, for which subscribers pay $45 per year, are available to educators anywhere in the country.

Contact: Lou Barber, California Educational Personnel Services, 1107 Ninth Street, #150, Sacramento, California 95814; 1-800-422-2260. In California: 1-800-322-2377.

COLORADO: Employment Clearinghouse

Colorado operates the Colorado Educational Employment Clearinghouse, a non-profit, statewide computerized recruitment and employment clearinghouse. In-state and out-of-state teacher and administrator applicants who have decided to participate in the system are an integral part of the operation, as are local superintendents and personnel directors. Teacher/administrator applicants submit an application and other necessary information in order to be entered into the computerized system. Potential employers can request a printout of all teachers/administrators in a particular subject or grade level. The applicant is contacted by the school district and notified of the vacancy through the clearinghouse. The organization also holds job fairs each year in cooperation with the Colorado Department of Education, which sponsors the clearinghouse along with the Northern Colorado and East Central Colorado Boards of Education, the Office of Rural Education, and the Colorado Association of School Executives.

Contact: Colorado Educational Employment Clearinghouse, 830 South Lincoln, Longmont, Colorado 80501; 303/772-4420.

WASHINGTON, DC: National Employment Bulletin Board

SpecialNet is the largest education-oriented computer-based communication network in the United States. SpecialNet makes it possible for its more than 2,000 subscriber agencies to use the system to send electronic mail (messages, forms, reports, questions, and answers) instantly to one or many recipients. The system also contains electronic bulletin boards, which are topical displays of various information bases, managed by content experts across the country. Forty-four bulletin boards are currently available; one of them is a data bank in which states, school districts, colleges, universities, and other agencies may post employment vacancy notices as often as they wish. Individuals seeking employment may also display this information on the EMPLOYMENT bulletin board.

Contact: Gary Snodgrass, SpecialNet, 2021 K Street NW, Suite 315, Washington, DC 20006; 202/296-1800.

NORTH CAROLINA: SpecialNet

Each of the 124 local education agencies in the State of North Carolina are wired to use SpecialNet (the electronic network for special education). The state's Division for Exceptional Children posts position openings on the SpecialNet EMPLOYMENT Bulletin Board within the state, and districts can also post vacancy announcements. Consequently, all districts in the state have immediate access to this information. People seeking employment in North Carolina call the Division for Exceptional Children, where information is recorded concerning their certification, desired positions, and locations. This information is then also posted via telecommunications to local districts, where personnel officers can get in touch with potential applicants.

Contact: Fred Baars, Division for Exceptional Children, State Department of Public Instruction, 116 West Edenton, Raleigh, North Carolina 27611.

AUSTIN, TEXAS: Formalized Recruitment Procedures

The Education Service Center, Region XIII has developed formalized procedures to assist local districts in their recruitment efforts.

The ESC has created a form which is to be completed by special education directors when they wish to post a job opportunity in their district. The director returns the form to the ESC, where a computer consultant posts the opening on SpecialNet. The form is also routed to the consultant who specializes in that area of special education. The consultant makes contacts with potential applicants at professional meetings and also makes inquiries with university-level teacher trainers to apprise them of the openings. Also, individual applicants contact ESC XIII staff to have their application forwarded appropriately.

Contact: Dona Stallworth, Education Service Center, Region XIII, 5701 Springdale, Austin, Texas 78723; 512/929-1313.

SOUTHWEST TEXAS: Recruitment Data Bank

A large area of Texas has been served by a successful VI-B recruitment project. Originally intended to serve Texas Region 1, the work was so successful that it expanded into other regions and ultimately served a good deal of South Texas. A computer program was used to create a data bank of recent graduates from the five largest training institutions in Texas. The data bank was used to match candidates to openings which were submitted by superintendents and personnel directors. People were finding jobs so rapidly that the pool of new graduates was expanded and eventually extended out of the state. This operation was based on the Kansas Manpower Data Management System.

Contact: Ben Masters, Special Education Director, Region 1 Education Service Center, Edinburg, Texas 78539; 512/383-5611.

Section 5: Other Programs

A. Recruiting "Second Career" Teachers

1. Washington, DC: Defense and Education Departments' Joint Agreement
2. Washington, DC: The George Washington University

B. Recertification Initiatives

1. Indiana
2. New Hampshire

C. Studies to be Used as Resources

1. A study by The American Association of Collegiate Registrars and Admissions Officers, the American College Testing Program, the College Board, the Educational Testing Service, and the National Association of College Admissions Counselors on recruitment practices in higher education.
2. A study by the American Association of School Administrators on strategies for attracting qualified personnel.
3. A study on financial aid by the College Board.
4. A directory on higher education institutions by the Council for Exceptional Children, Teacher Education Division.
5. The ERIC Clearinghouse on Educational Management's Value Searches.
6. A study on alternative certification and retraining by Policy Studies Associates, Inc.

A. Recruiting "Second Career" Teachers

1. Washington, DC: Defense and Education Departments' Joint Agreement

In October 1986, the Secretary of Education and the Secretary of Defense joined in a formal inter-departmental agreement "to encourage retired and retiring military personnel to consider second careers as teachers and administrators in the nation's schools." Comments at the signing ceremony indicated that military officers retire at an average age of somewhat under 46, and that 98 percent

of officers who retired in 1985 had a bachelor's degree, 63 percent had a master's degree, and 4 percent had doctorates.

The inter-departmental agreement calls for the Defense Department to distribute to retiring military personnel a Department of Education brochure called "A Second Career for You," which contains a message from the Secretary of Education, salary and certification information, guidance on finding a position in education, and descriptions of several military retirees who are now employed in education. The National Association of State Directors of Teacher Education and Certification was also praised for its 1986 resolution to investigate alternative certification programs for military veterans.

Contact: Office of Public Affairs, U.S. Department of Education, 400 Maryland Avenue, SW, Room 2089, Washington, DC 20202; 202/245-8601.

2. Washington, DC: The George Washington University

The George Washington University has initiated plans for a program to attract military personnel and professionals in high-technology industries to its programs in education and human development. Information is being distributed via military news publications and contacts with high-tech companies.

Contact: Jay Shotel, Assistant Dean, School of Education and Human Development, George Washington University, Washington, DC 20052; 202/994-6160.

B. Recertification Initiatives

1. Indiana

The Indiana Legislature created two programs designed to alleviate teacher shortages in Indiana. The Teacher Retraining Program provides incentives for teachers to obtain certification in shortage areas by awarding tuition grants of up to $2,000. Grantees must hold a valid Indiana teaching license in a non-shortage area and sign an agreement which includes the obligation to teach in Indiana in the shortage area at least half of every teaching day for three of the next five years.

The Loan Forgiveness Program provides incentives for teachers already certified in the designated shortage area who are teaching in that area at least half of each day. This program allows for repayment of loan debts incurred while obtaining certification, and requires the teacher to be working in the designated shortage area.

Both programs are administered by the State Student Assistance Commission of Indiana. Shortage areas are determined annually, and include special education, mathematics, physics, chemistry, and junior high/middle school personnel.

Contact: State Student Assistance Commission, Indiana Department of Public Instruction, Room 229 State House, Indianapolis, Indiana 46204.

2. New Hampshire

The New Hampshire Board of Education has approved new certification rules which allow persons with a college degree to teach in secondary schools for two years while still completing requirements for full state certification. New Hampshire law already permits non-certified teachers to be hired if they can demonstrate competence or if they are needed in critical shortage areas. The new action by the State Board requires that college graduates hired without full certification must have a 3.0 grade point average in their major fields. Also, no district may have more than 5 percent of its teaching force as undercertified graduates.

Contact: New Hampshire Department of Education, 101 Pleasant Street, Concord, New Hampshire 03301.

C. Studies to be Used as Resources

1. Study of Recruitment Practices in Higher Education

The American Association of Collegiate Registrars and Admissions Officers, the American College Testing Program, the College Board, the Educational Testing Service, and the National Association of College Admissions Counselors conducted a joint study of recruitment practices at 2,203 public and independent two- and four-year colleges. Released in November 1986, the report of the study suggests that, through carefully-designed admissions programs, colleges have succeeded in attracting enough applicants to offset the population decline, and in attracting applicants who can meet higher entrance standards. The study found that colleges of all types have increased recruitment activities. Traditional techniques, such as high school visits, have increased moderately, while newer approaches (such as direct mail, telephone contacts, and the media) have increased dramatically.

Contact: Copies of the study are available from the Publications Department, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52243; 319/337-1023.

2. Recruiting Teachers in Small and Rural Districts

Writing for the American Association of School Administrators, James Miller and Dennis Sidebottom have compiled a set of strategies for attracting qualified personnel to small and rural schools. They note that recruitment and retention in rural areas are made difficult by relatively low salary levels, isolation, negative rural stereotypes, and the overall fact of teacher shortages. A section on research findings suggests that the differences between rural and non-rural schools influence districts' abilities to recruit and retain teachers. The authors recommend that the community become involved with the school in teacher recruitment and that the positive aspects of rural communities be stressed. The booklet also reviews ways to advertise for teachers, where to seek personnel, and incentives that small districts have found to be successful. The section on staff retention includes approaches to helping teachers become accustomed to the rural community, promoting their professional development, and sharing the understandings they need in order to adapt.

Contact: Order *Teachers: Finding And Keeping The Best In Small And Rural Districts, AASA Small School Series #2* ($4.50) from: The American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209.

Another booklet on recruitment and retention in smaller schools is *Teacher Recruitment And Retention Strategies For Smaller Schools: A Handbook For Superintendents And School Boards*, by Edward Seifert and William Kurtz. This booklet is available for $2.00 from: Small Schools Resource Center, Southwest Texas State University, San Marcos, Texas 78666.

3. National Survey on Financial Aid

The College Board has published *The Use Of Student Financial Aid To Attract Prospective Teachers: A Survey Of Prospective Teachers.* According to this 1986 report, financial incentives are secondary to the issues of making teaching a more attractive career.

Contact: The College Board, 1717 Massachusetts Avenue NW, Washington, DC 20036; 202/332-7134.

4. Directory of Special Education Personnel Preparation Programs

The CEC Teacher Education Division has produced its second national directory of special education personnel preparation programs in colleges and universities across the United States. The directory lists the name and address of each university involved in preparing personnel for special education, along with descriptors that enable the reader to determine areas of training, including special education teacher preparation; audiology; administration/supervision of special education; adaptive physical education; career, vocational, and secondary education for the handicapped; early childhood education for the handicapped; emotionally disturbed/behavior disorders; gifted and talented; hearing impairment; learning disabilities (categorical programs); mental retardation (categorical programs); mildly handicapped (noncategorical and generic programs): occupational therapy; orthopedic handicaps and other health impairments; pediatric offerings in physical or occupational therapy; physical therapy; severely/profoundly handicapped; speech-language pathology; and visually impaired.

The directory is published by the National Information Center for Children and Youth with Handicaps, P.O. Box 1492, Washington, DC 20013; 703/522-3332.

5. Annotated Bibliography on Teacher Recruitment and Selection

The ERIC Clearinghouse on Educational Management publishes Value Searches, which are easy-to-use collections of ERIC documents and journal articles, selected for relevance to various topics. In October 1986, the Clearinghouse released a Value Search on *Teacher Recruitment And Selection*, consisting of abstracts that have been published in ERIC's two reference catalogs *(Resources In Education* and *Current Index To Journals In Education)*. A computer search of the ERIC database was conducted using the following descriptors for the period between January 1980 and July 1986: teacher recruitment and teacher selection. The resulting printout of report and journal article abstracts was then purged of irrelevant citations, and the remaining 115 abstracts have been published.

Contact: This compendium is available for $7.50 from: ERIC Clearinghouse on Educational Management, College of Education, University of Oregon, Eugene, Oregon 97403-1215; 503/686-5043.

6. Study of Alternative Certification and Retraining

Policy Studies Associates, Inc., has completed a federally funded commission report called *An Exploratory Study Of Teacher Alternative Certification And Retraining Programs*, which examines 20 programs in alternative certification or retraining. Among other things, this study found that alternative certification programs are attracting well-educated people who have a sincere interest in teaching, whereas retraining programs more often attract long-standing veterans of the teaching profession who feel they are "burning out" in their present jobs or who are seeking greater job security in shortage areas of education.

Contact: Alan Ginsburg, Director of Planning and Evaluation Services, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202; 202/245-7025.